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UA37/23 WHAS Broadcast No. 65

WHAS

Western Kentucky University

Earl Moore

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Tuesday, November 9, 1937

3:30-4:00 p. m.

From Extension Studio in Bowling Green

Air timing

30:05 Strings and Voices "College Heights."

Moore Western Kentucky State Teachers College greets you all both great and small with the words of our college motto - - -

Voices Life More Life.

Moore Life More Life is our motto and our wish for all our listeners.

Piano Chords.

31:22 Moore Heard on today's program will be our studio string ensemble, Miss Mary Chisholm, pianist, and a talk by Professor M. E. Schell. The ensemble, under the direction of Mr. Chester N. Channon, opens with "Pavane and Choral," by Paul Wachs.

31:45 Strings "Pavane and Choral."

35:12 Moore This is our studio ensemble heard regularly on our broadcasts. With the exception of Mr. Chester N. Channon, of the music faculty, who is director and pianist, the ensemble is composed of students. We should like you to know these young musicians. They are: First Violin, Frank Yarbrough, of Bowling Green; second violin, Barbara Ford, of Greenville, Kentucky; third violin, Walter Morris, of Glasgow, Kentucky; fourth violin, Laura Salt, of Valley Stream, New York; viola, Norma Lagura, of Gary, Indiana; cello, Janet Rutan, of Gary, Indiana; and bass, John Farris, of Bowling Green.

Their next number is "Air Melodieux," by Dont.

35:46 Strings "Air Melodieux."

38:50 Moore We now present Miss Mary Chisholm of our Music Department, who plays a piano solo, "The Flatt'ner," by Chaminade.

39:05 Chisholm "The Flatt'rer."

42:05 Moore Miss Chisholm continues with Sinding's "The Rustle of Spring."

42:09 Chisholm "The Rustle of Spring."

44:43 Moore I have the pleasure of presenting Professor M. E. Schell, of the Department of Mathematics, who has had a broad and instructive experience in the business world as well as in the teaching profession and is a keen observer of educational practices. He will talk on "Some Views on Public Education." Professor Schell.

45:05 Schell The purpose of this discussion is to present in a brief way the scope of public education, enumerate some of its problems, and, if time permits, mention some possible solutions.

Public education today is a world problem. Japan, Russia, Germany and Italy possibly lead as examples of public education under strict governmental control. When we think the matter over, we soon discover that every human activity observed or brought to the attention of the public becomes a factor in public education. This being the case it becomes a problem some portion of which affects each and every citizen of our land.

When time permits, think over a few of the news and magazine accounts of the following as factors in public education: The World War; Prohibition and Repeal; Improvements in Transportation; The far East; High Finance; The Depression; Starvation and Want in the Midst of Plenty; Advertising; the Press; The Radio; Industry; Labor; Agriculture; the Screen; and hundreds of others. We may consider these activities study-units, if

you please, in public education. Just what the public as a whole may have obtained from the lessons is difficult to say; however, new ideas of various types are appearing in all walks of human endeavor.

The great advancement made in all lines of our social development places us face to face with the problem of educating our people to meet the demands made by our new and ever-changing society. The public school has always been looked upon to meet our educational needs, but a moment's reflection on what I previously mentioned is sufficient to convince one that such is utterly impossible.

In an endeavor to keep up with progress, our modern schools have placed in their courses of study a countless number of new subjects from Ping Pong to Scientific Beauty Culture. I have seen courses of study three times the size of a master mail-order catalogue, containing countless activities and many ultra-modern courses. The curriculum race with progress is almost a futile one in attempting to meet the many demands of society. What goal we can hope to reach must be carefully ascertained, the best road to reach it must be surveyed with great accuracy and, finally, a workable and economic means of reaching it must be obtained. Just what the new curriculum may become, nobody knows.

Various plans of school organization such as the Six-six plan, The ~~Six-three-three~~, and others have been advocated and inaugurated. It was my pleasure some twenty-three years ago to put into operation one of the early Six-six plans in my native county in northern Indiana, and to follow it through a complete consolidation

program. Today Huntington County, Indiana, boasts of a splendid system of consolidated schools. Time will not permit a discussion of these fine institutions and the high class service they are rendering the rural population.

Consolidation and school building programs alone can not be expected to present an adequate solution of the problem. There is the element of the teacher training. Much has been done to improve the quality of teachers in our schools, but they are not always placed in the positions for which they are best prepared and quite often are selected because of relationship, politics, and other things rather than on the basis of their preparation. We hear much about requiring teachers for the high school with degrees in their chosen fields. That is fine, but why not demand it in the elementary grades? This is one great weak spot in our public schools today. The highest quality of instruction in the early elementary grades, makes possible the greatest achievement in all the rest of the educational program. The elementary school is the proper place for a superior quality of instruction if the greatest return on the educational investment is to be obtained. A year ago while I was conversing with the Sup't of one of our large cities he, remarked that he was seeking professional elementary teachers with master's, and doctor's degrees and offering a salary in keeping with their training. In contrast a few years ago a popular educator remarked, that if he were a board of education he would employ the best possible Sup't and with what money he had left hire some teachers. The first Sup't is a real educator, who is fully conscious of

his duty and responsibility to society; the second deserves no comment.

In a great many schools a high quality of instruction is maintained, but its effectiveness is lost because of little or no preparation on the part of the students. This is especially true if high grades are demanded by the parents regardless of the achievement on the part of the students. The parent pays for it but accepts short weight. The only remedy is for the teachers in charge to demand something worth while, and these by the way are the teachers whom the wise parent and school board will support. It is the only way to get from a school what it costs to support it.

Extra-curricular activities have added much to our educational program. They offer an avenue for the development of special talents, provide for community entertainment and a display on the part of the school. This type of program usually makes the headlines in the local paper each week; hence students as well as patrons become so absorbed in it that they lose sight of the major objectives and ultimately fail to reach the educational goal they so greatly cherished. Parents should be ever alert to see that excessive loss of time and effort does not ruin the proper preparation they wish their children to acquire.

The home is the cornerstone of public education. It is where education begins and where it rightfully should end. It has been said that a child learns more during the first six years of his life than during the years from six to twelve, hence the importance of early home training. In many homes a large

portion of the early training is left to others in the home because the parents are away looking after their burden of social obligations, and regular daily work in the shop, store, factory or on the farm. Fortunate indeed are those children who have parents that accept their parental obligations seriously. The parents are the guiding lights of the home and no substitution is adequate in their place. The parent that can not look his children in the eyes with a clear conscience, has lost the first round in his attempt to make of them upright and honorable citizens. The child reflects the parents and the home, hence it is well to investigate at home before going to the school to locate any difficulty.

Children are great imitators and as such observe with a critical eye leaders in the affairs of the community, state, and nation. Adult society must assume much responsibility in the whole realm of education for citizenship. A child is keen in analyzing situations with respect to citizenship. When older people get by, he reasons why shouldn't he do the same regardless of what the teacher says. Surely he was taught that honesty is the best policy, but from the magazines and papers he finds that diplomacy, pull, politics, nerve and trickery often pull down the highest laurels and rewards.

→ Character is indeed a broad term. It is composed essentially of three elements, learning, morals, and manners. Learning is the primary job of our educational institutions. It forms the basis for the development and acquisition of all these traits so much desired in a citizen. Unfortunately the human individual

happens to be so constructed that he may possess one, two or all of these elements or none of them at all. The teaching of morals and manners should begin in the home when the child is very young, so as to become a part of his blood and bone by the time he enters school. However, parents who have a separate code of morals and manners for Sundays, another Monday, another for entertaining and another for business are indeed in great danger of getting their lessons mixed when it comes to home training in manners and morals. The effect is decidedly unwholesome.

Other great factors of public education are our clubs, associations, unions, guilds, corporations and what not. They have become powerful factors in government and all forms of social activity. Their accomplishments reach from activities of highest ideals and superior human service down to the lowest and most undesirable activities of human organizations. They have broken homes, made enemies of old time friends and taken parents from home when they were most needed. They have enabled some to crash the headlines, develop an oversize ego, or fall into wrong habits and relationships. A careful analysis will reveal that the time has come when the line of demarcation must be drawn in the home if the future generation is not literally clubbed to death.

Our churches and kindred associations have proved powerful benefactors in our solution of public education. They have rendered a distinguished service to mankind. They have assumed many additional burdens and some would thrust more upon them. However, in the last analysis each and every human adult must accept the responsibility for carrying over into our modern

society the fundamental principles of "The Sermon on the Mount" and the "Ten Commandments."

The church and the public schools can not alone be held responsible for the complete job of public education. It becomes more evident as time passes by that each individual is a teacher and a keeper of his fellowman.

55:55 Moore You have just heard Professor Schell presenting some views on public education.

56:05 Strings "Two Finnish Folk-Songs."

57:18 McEuen An announcement of interest to Western alumni and former students listening in from northern Kentucky. There will be alumni luncheons held at noon during the district teachers' meetings at Covington and at Ashland, next Friday. The faculty speaker at Covington will be Dr. Earl A. Moore. At the Ashland meeting the speaker will be Professor W. J. Craig, otherwise known as "Uncle Billy." Tickets for the luncheon at Covington are in charge of Professor T. E. FitzHugh, Holmes Junior High School, Covington. At Ashland they are in charge of Superintendent E. B. Whalin, Raceland, Kentucky.

57:50 Strings "College Heights," fading for:

58:00 Moore And so concludes the sixty-first presentation in this series from Western Kentucky Teachers College. On today's program you have heard a discussion by Professor M. E. Schell, piano solos by Miss Mary Chisholm, and our studio string ensemble, under the direction of Chester N. Channon.

We are always glad to hear from our listeners. Address your communications to the Director of Broadcasting, Western Teachers College.

This program has come to you from Bowling Green.

We invite you to be with us next Tuesday to hear a memorial service for the late President H. H. Cherry, and a description of the ceremonies of unveiling a bronze statue of him on the campus. This is Earl Moore saying goodbye until next Tuesday at 3:30 C. S. T. and wishing you Life More Life.

5225 (Strings up and continue)